

**SOUTH DAKOTA
GUIDE FOR
ESTABLISHING AND
MAINTAINING
PROGRAMS AND
SERVICES FOR
ENGLISH
LEARNERS**

*South Dakota Guide for Establishing and Maintaining Programs and Services
for English Learners*

TABLE OF CONTENTS

Introduction/Purpose	4
Getting Started	6
• The Identification Process	
• Home Language Survey	
• Initial Assessment	
• Transfer Students	
• Infinite Campus	
• Language Acquisition Plans	
Assessment and Evaluation	10
• Language Assessment	
• Exit from EL Status	
• Monitoring Student Achievement	
• Alternate ACCESS Test	
• Content Assessment/State Required Assessment	
• Assessment Universal tools, Designated Supports, and Accommodations for ELs	
Program Models	18
• Program Types	
• Co-Teaching Models	
• Non-Negotiable Civil Rights	
• Examples of Rural, Low-Incidence Programs	
Highly Qualified Teachers and ELs	24
• English as a New Language (ENL) Endorsement in South Dakota	
• Professional Development	
Title III	27
• General Information	
• Applying for and Receiving Title III Funds	
○ The Application Process	
○ The Allocation Process	
○ On-Site Monitoring	
○ Forming a Consortium	

<ul style="list-style-type: none"> • Title III Grant Activities <ul style="list-style-type: none"> ○ The <i>Supplement Not Supplant</i> Requirement of Title III ○ Required Title III Activities • Private School Participation in Title III 	
Collaborative Programs	33
<ul style="list-style-type: none"> • Immigrant Children and Youth • Title I • Special Education • Migrant Education 	
Parents and Community	35
Suggested Educational Resources	37
Frequently Asked Questions	42
Additional Department of Education Information Regarding Working with English Learners	46
Document References	46
Appendices:	47
Appendix A: Link to Title III legislation	
Appendix B: Sample Parent Notification letter	
Appendix C: Language Acquisition Plan (LAP)	
Appendix D: Examples from Rural, Low-Incidence Programs	
Appendix E: Sample Form: Parent Refusal of ESL Program	
Appendix F: English as a new language teacher endorsement rule	
Appendix G: Common Terms and Acronyms Used with the Education of ELs	
Appendix H: Private School participation in Title III	
Appendix I: Sample Home Language Survey	



South Dakota EL Guide

Introduction

As the diversity in all South Dakota schools has increased in recent years, so has the population of English Learners (ELs). The EL population in SD schools and school districts has increased dramatically in recent years. More recently, increased employment opportunities, as well as other initiatives and circumstances, such as refugee resettlement has caused for significant increases in more rural areas and this is continuing to be reflected in the increased numbers of ELs in schools. The number of students taking the English Language Proficiency (ELP) Assessment has increased by over 1,000 students in the past 5 years.

The trend toward a more diverse student population in South Dakota mirrors a national trend and is likely to continue. While it will benefit all students as they prepare for a diverse national workforce, it presents challenges to those districts and schools that are inexperienced in providing appropriate services for ELs or may be unsure about how to meet the needs of growing numbers.

In order to provide information and guidance in doing so, the South Dakota Department of Education, together with the assistance of the North Central Comprehensive Center (NCCC), has created this guidance.

The purpose of this guide is two-fold:

- To assist local schools and school districts of all sizes in the initial development, implementation and evaluation of instructional programs, services and policies that enable English learners to achieve their full academic potential;
- To provide information that will enable the reader to better understand the goals, activities and responsibilities in providing these services.

In creating this document, valuable input was received from an EL Guide Revision Committee, made up of practitioners and administrators of EL programs from throughout the state of South Dakota. The members of this group have provided indispensable input and information, and have shared their expertise throughout. The Department of Education wishes to thank these local district educators for their effective and enlightening work:

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Getting Started

THE IDENTIFICATION PROCESS

At the beginning of the school year, identification, screening and parental notification of eligible students must be given within 30 days of enrollment. Once the school year is underway, the window for identification, screening and parental notification of eligibility is within 2 weeks of enrollment.

HOME LANGUAGE SURVEY

A local school district is required to administer a home language survey to **ALL** students enrolling in the district as the first step in the screening process to identify students with limited English proficiency. Many districts include this survey on their initial enrollment card or document. The home language survey consists of the following four questions:

What is the language most frequently spoken at home?

Which language did your child learn when he/she first began to talk?

What language does your child most frequently speak at home?

What language do you most frequently speak to your child?

If any single response indicates a language other than English, school districts are then required to give a language proficiency identifier test.

If there is no indication that the student speaks another language from the home language survey there are other indicators that can be used to initiate the administration of the KG W-APT/WIDA Screener. These indicators may include, but are not limited to: documented staff concerns based on classroom observations or performance or if the student was receiving ESL services in another state.

INITIAL ASSESSMENT

South Dakota school districts will administer the placement test WIDA-Assess Placement Test (W-APT) for Kindergarten students and the Grades 1-12 WIDA Screener developed by World-class Instructional Design and Assessment (WIDA). The KG W-APT/WIDA Screener identifies a student as an English learner (EL)

To gain access to the KG W-APT assessment, a login/password is needed. This information can only be given to district testing coordinators. The WIDA Screener can be accessed through the WIDA Assessment Management System (WIDA AMS). Contact the South Dakota Department of Education office of Assessment & Support if you have any questions. The KG W-APT can be downloaded from <http://www.wida.us/assessment/w-apt/index.aspx>.

South Dakota criteria for classifying a student as EL are as follows:

- **Grades 1-12:**
Students with a composite score lower than 5.0 qualify for EL services.
- **Kindergarten- Preschool through 1st semester of grade 1:**
The Kindergarten Listening and Speaking Test is an oral proficiency test intended for students in this age range. (It cannot be given earlier than May prior to entering kindergarten.)
 - Identification Criteria: If combined Listening and Speaking raw score is less than 29, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs 2.0 assessment.
 - OR
 - A score less than 5.0 on WIDA Measure of Developing English Language (MODEL) is also considered a placement score for ELs.
- **Kindergarten-2nd semester kindergarten through 1st semester of grade 1.** The Kindergarten Reading and Writing Tests are diagnostic tests intended for students in this range.
 - Identification Criteria: If combined Listening and Speaking raw score is less than 19, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs 2.0 assessment. If combined Listening and Speaking raw score ranges from 19 to 28, the Reading and Writing portions need to be administered. If the Reading score is lower than an 11 and the Writing score is lower than a 12, the student is classified as EL and must be administered the annual ACCESS for ELLs® assessment.
 - OR
 - A score less than 5.0 on WIDA Measure of Developing English Language (MODEL) is also considered a placement score for ELs.

The Kindergarten W-APT and WIDA Screener test results need to be placed in the student's cumulative file.

Parents can refuse EL services if a student is identified as EL. However, they cannot refuse the administration of the English language proficiency annual summative assessment.

A sample letter for parental notification is shown in **Appendix B**.

TRANSFER STUDENTS

As districts register students using the above described process, they need to realize that transfer students may have been previously identified as EL by another school district using the appropriate state approved process.

Districts can avoid duplicate assessment if WIDA scores can be obtained from the previous district. If a student is coming from a WIDA state (consult www.wida.us for a complete list of states), the district the student is transferring from should be contacted, and requesting a copy of the KG W-APT/WIDA Screener scoring sheet and any ACCESS for ELLs 2.0 assessment information that may be appropriate.

If current WIDA scores for the KG W-APT/WIDA Screener cannot be obtained, the KG W-APT or WIDA Screener must be administered as outlined in the Identification Process, above.

INFINITE CAMPUS INSTRUCTIONS FOR ENROLLMENT OF ELs

Student data is housed within the Infinite Campus System. For all identified EL students, a record must be kept within Infinite Campus

Where in Infinite Campus do I identify my student as EL?

- First Step: click on ***Census-People-Home Primary Language***
 - ****note: The Home Primary Language must be recorded before creating EL tab***
- Second Step: click on ***Student Information-Program Participation- EL***
- Third Step:
 - ***Indicate the date the student was identified***
 - ***Under EL services indicate the type of program model***

For more information please visit: <http://doe.sd.gov/ofm/sims.aspx> - Desk Guide

LANGUAGE ACQUISITION PLANS

Once a student has been identified as EL, it is recommended that a district create a Language Acquisition Plan (LAP) for the student. It is important to involve people that will be working closely with the student in developing this plan.

- Course content teacher
- English as a Second Language (ESL) teacher and/or Title III coordinator
- Parent or guardian
- Building administrator or designee
- Student (if appropriate)

Language Acquisition Plan sections include:

- General Data:
Student and parent information are noted.
- Academic History Prior to Entering Your School District:
If the student is new to district list academic achievements and prior schools attended.
- KG W-APT/WIDA Screener Information:
Document KG W-APT/WIDA Screener scores.
- ACCESS for ELLs 2.0 Test Information
Document all ACCESS for ELLs 2.0 scores.
- ESL Service:
 - Note the type and time/amount of services that will be provided.
 - This is where it may be marked if parents decline services. **(Student must still be given the ACCESS for ELLs 2.0 if parents decline services.)**
- Participation in the State-Required Assessment and Accountability System:
Note the accommodations to be used on state required tests (if other than what is listed on state example Individualized Education Plan IEP/504 Plan. Make sure they are approved by the state office of Assessment).
- Instructional Methods in the Mainstream Classroom:
Describe the modifications to be used in the regular classroom instruction.
- English Instructional Plan:
Include objectives/goals that are set for the student.
Examples of objective/goal areas: reading, writing, listening, speaking, math, social, cultural, etc.
- Persons Involved in the Development of the Language Service Plan:
 - All those who participated in creating the LAP sign it.
- Other Notes Regarding LAPS:
 - If a student receives Special Education services, the accommodations marked on the LAP must also be listed on their Individualized Education Plan (IEP) or the accommodations cannot be used on state-required assessments.
 - LAPs are to be updated ANNUALLY or as needed.
 - South Dakota State Sample Language Acquisition Plan can be found at:
<http://doe.sd.gov/oess/TitleIIIela.aspx>
 - A sample LAP is also found in **Appendix C** of this guide.



Assessment and Evaluation

LANGUAGE ASSESSMENT

Students in grades K-12 must be given the annual WIDA ACCESS for ELLs 2.0 (Assessing Comprehension and Communication in English State-to-State) each February, if identified as an English Learner (EL). This large-scale test addresses the academic English language proficiency standards that help with instructing and evaluating the progress of English learners. Although parents always have the right to refuse EL services, assessment is always required of all identified EL students.

ACCESS for ELLs 2.0 Online Testing

In 2015-2016, the WIDA Consortium began the administration of the new, annual summative assessment, ACCESS for ELLs 2.0. An online assessment replaced the current paper-based version of ACCESS for ELLs for Grades 1-12. The South Dakota Department of Education requires ELs in Grades 1-12 to be administered the online version except in cases where online testing is not allowed. The **Kindergarten ACCESS** and **Alternate ACCESS** assessments will remain paper-based.

There are many benefits to online testing, increased student engagement through the more dynamic testing experience, built-in accommodations, and accessibility features appropriate for a range of student needs. With the new online ACCESS for ELLs 2.0, multiple grades can be administered and finally, there will be increased ease on testing administrators, who will no longer need to administer and score the Speaking test one-on-one.

What is New for ACCESS for ELLs 2.0 Online

- New Testing Vendor: Data Recognition Corporation will serve as the operational test vendor for ACCESS for ELLs 2.0, both online and paper.
- Grade Level Clusters: K, 1, 2-4, 4-5, 6-8, 9-12 (Online)
- Changes by language domains: <https://www.wida.us/assessment/ACCESS20.aspx#tests>
- The use of technology allows for the following changes:
<https://www.wida.us/assessment/ACCESS20.aspx#tech>

Order of Administration for ACCESS for ELLs 2.0 Online

The new online assessment is staged adaptive, meaning students will progress through the assessment based on their performance on previous folders. Students must take the **listening** test first, followed by the **reading** test. Then, students may take **speaking** and **writing** in either order.

ACCESS for ELLs 2.0 Paper-Based Test

The South Dakota Department of Education will provide ACCESS for ELLs 2.0 forms for Grades 1-12 in cases where students need a paper accommodation, as outlined in their IEP/504 plan, or for districts that do not yet have the technology needed for online testing.

What is New for ACCESS for ELLs 2.0 Paper

New features are available with the new ACCESS for ELLs 2.0 Paper-Based. Those new key features include:

- For the Listening domain, the Test Administrator will play pre-recorded passages with a CD and the student will respond in a test booklet.
- For the Speaking domain, the Test Administrator will play the pre-recorded questions with a CD and will score students' responses.
- Note: The Speaking domain includes new scoring procedures, training module, test design, and quiz for scorers.
- Grade-level Clusters: 1, 2, 3, 4-5, 6-8, 9-12
- Grade-level clusters will align with the ACCESS for ELLs 2.0 online test for the 2016-17 school year

The Paper-Based ACCESS for ELLs 2.0 assessment is available in three Tiers, depending on the language proficiency level of the student.

- Tier A is for student in the first year in the country, and covers levels 1-3;
- Tier B is for the majority of the students taking the ACCESS for ELLs 2.0 paper-based test, levels 2-4,
- Tier C is for student in levels 3-6, and is for students with the most advanced proficiency levels who are very close to being tested proficient.

For more information about the new paper-based assessment visit:

<https://www.wida.us/assessment/ACCESS20.aspx#about>

The WIDA Consortium, found at www.wida.us provides support and training for this assessment of EL students. All school staff administering the annual WIDA ACCESS for ELLs 2.0 assessment is required to be trained and pass the on-line ACCESS for ELLs 2.0 administration quiz, if administering the Paper-based ACCESS for ELLs 2.0. The school district test coordinator will receive a WIDA username and password account, and they must log in and create accounts for any other staff who are administering the WIDA ACCESS for ELLs 2.0 test.

Training Requirements

For 2017-18, SDDOE strongly recommends that Test Coordinators and Test Administrators complete all trainings related to their role(s) and the test(s) they will administer.

WIDA offers the following resources for educators:

- [South Dakota State checklist](#): Checklist consists of state-specific information about who should complete which steps before, during, and after testing.
- [WIDA Training Course](#): Tutorials within the training course focus on topics for each assessment in the ACCESS for ELLs 2.0 suite: Kindergarten, Online, Paper, and Alternate. Completion of training course includes viewing online training modules and passing a quiz.
- [Manuals](#): Manuals, guides, and supplements serve as comprehensive reference guides.
- [Webinars](#): Webinars include a presentation and time for questions, and cover a range of topics for different audiences involved with ACCESS for ELLs 2.0 before, during, and after testing.

Testing Role	Grades 1-12 Online	Grades 1-12 Paper	Kindergarten/Alternate ACCESS
Testing Coordinator	<ul style="list-style-type: none"> ○ State Checklist ○ Online modules 	<ul style="list-style-type: none"> ○ State Checklist ○ Online modules 	<ul style="list-style-type: none"> ○ State Checklist
Testing Administrator	<ul style="list-style-type: none"> ○ State Checklist ○ Online Modules ○ Grades 1-12 Online Administration Quiz 	<ul style="list-style-type: none"> ○ State Checklist ○ Online Modules ○ Grades 1-12 Paper Administration Quiz ○ Grades 1-5 Paper Speaking Quiz ○ Grades 6-12 Paper Speaking Quiz <p>Speaking quizzes are an annual requirement</p>	<ul style="list-style-type: none"> ○ State Checklist ○ Online Modules ○ KG Quiz ○ Alternate ACCESS Quiz <p>Kindergarten quiz is an annual requirement</p>
Technology Coordinator	<ul style="list-style-type: none"> ○ Checklist ○ Web-based Modules 	<ul style="list-style-type: none"> ○ *N/A 	<ul style="list-style-type: none"> ○ *N/A

Where do I complete my training to become certified to give the WIDA assessments?

The training course is located in the secure portal of the WIDA website; each assessment in the suite has a set of materials available for training, including tutorials, modules, quizzes, and additional resources. You must have a username and password to access the training courses. Contact Yutzil Becker at Yutzil.Becker@state.sd.us if you need an account.

What manuals are available for training and reference purposes?

- Test Administrator Manual
- District and School Test Coordinator Manual
- Accessibility and Accommodations Supplement
- WIDA Assessment Management System (AMS) User Guide
- Technology User Guide

Manuals can be found here: <https://www.wida.us/assessment/ACCESS20.aspx>

What are the training deadlines?

WIDA does not require that Test Coordinators or Test Administrators complete training by a specific date, but they must be completed **prior** to test administration.

For questions regarding what accommodations are allowed on the WIDA ACCESS for ELLs 2.0 assessment please visit:
<https://www.wida.us/assessment/access%202.0/documents/AccessibilityandAccommodationsSupplement.pdf>

Who do I contact if I have questions about English Learner Assessments?

Please contact Yutzil Becker at Yutzil.Becker@state.sd.us or 605.773.4698 or Joe Moran at Joe.Moran@state.sd.us or 605.773.3247

For questions regarding:

- WIDA Assessment Management System (WIDA AMS)
- ACCESS for ELLs 2.0 Online and Paper-based Materials Ordering
- ACCESS for ELLs 2.0 Online Administration Technology
 - DRC Testing Site Manager (TSM)
 - DRC INSIGHT (online test software)
- WIDA AMS/ACCESS for ELLs 2.0 Online Technical Issues
- ACCESS for ELLs 2.0 Data and Reporting

Contact: [Data Recognition Corp](#) (DRC), 855-787-9615, WIDA@datarecognitioncorp.com

For questions regarding:

- ACCESS for ELLs 2.0 Suite Training
 - Kindergarten ACCESS for ELLs 2.0 (Paper-based)
 - ACCESS for ELLs 2.0 Grades 1-12 (Paper-based)
 - ACCESS for ELLs 2.0 Grades 1-12 (Online Administration)
 - Alternate ACCESS for ELLs 2.0 Grades 1-12 (paper-based)
 - ACCESS for ELLs 2.0 Test Administration Procedures (Online and Paper-based)
- WIDA MODEL Paper-based Test Administration and Procedures
- WIDA MODEL Online
- WIDA ACCESS Placement Test (W-APT) Screener
- WIDA Standards and Can DO Descriptors
- WIDA Professional Learning
- WIDA Research
- WIDA Website User Accounts

Contact the [WIDA Client Services Center](#), 866-276-7735, help@wida.us

EXIT FROM EL STATUS

To exit a student from an EL status, the student must obtain an Overall Proficiency Level of 5.0 or higher on the ACCESS for ELLs 2.0 assessment.

MONITORING:

Students that have exited from their EL program will be monitored for the next two consecutive years. School Districts are responsible for evaluating the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the two years after such children are no longer receiving services. Such things as a teacher referral, a parent referral, test scores and mainstream classroom success might indicate a need to discuss the possibility that a student needs to be re-integrated into the EL program.

For a sample monitoring form visit, the [EL Toolkit](#)

ALTERNATE ACCESS for ELLs TEST

In 2011-2012, WIDA made available an alternate form of the ACCESS for ELLs 2.0 test. This Alternate ACCESS was designed for significantly impaired EL students to replace the ACCESS for ELLs 2.0, and was designed for use by approximately 1 % of the EL population in any given group. Students being considered for the Alternate ACCESS should be those identified as qualifying for an alternative form for state level assessments, such as [MSAA](#) Alternate Assessment.

Similar to the ACCESS for ELLs 2.0 paper-based assessment the WIDA Consortium provides training and requires the passage of an online quiz for the Alternate ACCESS assessment.

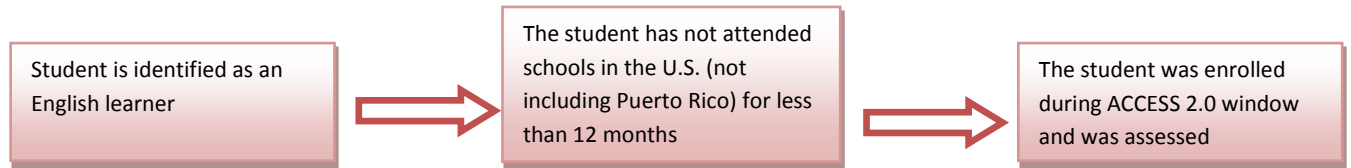
[Alternate ACCESS Assessment Participation Criteria](#)

CONTENT ASSESSMENT/STATE REQUIRED ASSESSMENT

All identified English learner students in grades 3–8 and 11 must participate in the Smarter Balanced Assessment (SBAC) (Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESEA)). If a student is considered to be in his/her first year in the U.S. and have participated in ACCESS for ELLs 2.0, the ELA portion of the SBAC is not required. However, they must participate in the math and science portions and will only count as participation. After the first year in the country, all ELs take the same content and state assessment that is required of all students.

Note: If the student arrives after the ACCESS for ELLs 2.0 testing window, the student will then need to have participated in the WIDA Screener in order to be exempted from the ELA portion of SBAC for that year.

First year in country criteria:



If the student meets the first year in country criteria then... The student is...

- Excused from ONE administration of English language arts portion of the Smarter Balanced Assessment.
- Student participates in the Math & Science, but results only count for participation in the first year.
- Scores are not included in accountability.

Important: First entered the United States between May 2 of the previous spring (spring of 2017) and May 1 (spring 2018) of the current year.

ASSESSMENT UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS FOR ENGLISH LEARNERS

Universal tools- are accessibility features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference or selection.

Designated supports- are features that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available. Designated supports need to be identified prior to the assessment administration.

Accommodations- are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Smarter Balanced members have identified digitally the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan. IEP teams and educators make decision about accommodations. These teams provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plans.

For information and a detailed list of the universal tools, designated supports, and accommodations available please visit: <http://doe.sd.gov/octe/SMARTERbalanced.aspx>

Test coordinators are urged to plan ahead when involved in the accommodation of students with special needs. Since every student is different and language abilities and needs vary widely, any testing accommodation made available to one student will not necessarily be applied universally.

Prior to the administration of the SBAC assessment, districts should determine each EL student's need for special accommodations that are most likely to yield accurate and reliable information on what the student knows and can do in the subjects tested. Such determinations should be made by EL teams comprised of teachers, counselors, and administrators with specific knowledge of the student involved on an individual basis. In order for students to receive accommodations on statewide assessments, they must have an IEP/504 plan.

If it is determined that an EL student will participate in the SBAC assessment with accommodations, the team must be formed to make that decision must specifically indicate the type and extent of accommodations that will be provided. A student's EL team must consider the individual needs of the student in daily instructional settings as well as the additional needs that arise in a secure testing environment. Decisions should be documented in writing and maintained in the student's permanent file.

For more questions regarding universal tools, designated supports, or accommodations contact Beth Schiltz at Beth.Schiltz@state.sd.us .

Programs for English Learners

The goal of the language instruction program is to support language development in addition to content. ELs need to acquire English and meet high standards. When considering programs, educators should think about an instructional plan that helps ELs attain English proficiency in addition to learning content. Districts and schools should consider EL needs and available resources in selecting a program model.

The following chart may be useful in determining which program type best suits the needs of an individual district or school:

Program Model/Description
Newcomer Program <ul style="list-style-type: none"> • Students acquire beginning English-language skills in addition to core academic skills • Helps students acculturate to the U.S. school system and community • May utilize native language • Designed to meet the needs of recent immigrants • Designed to meet the needs of students with interrupted formal education (SIFE) • Typically implemented at the secondary level; however, may also be appropriate for elementary • Intended as a short-term program • Classes are composed of only English Learners (ELs) • Taught by an ESL endorsed or trained teacher
Structured Immersion or Sheltered Instruction <ul style="list-style-type: none"> • Specialized instruction/curriculum in English with an EL teacher • May include some native language support • Classes include students from any language background • Focus is on learning academic content while developing English-language skills • Use of comprehensible language, physical movement, and visuals • Instructional approach makes academic instruction in English understandable to EL students • Teachers are ENL endorsed or trained and typically are also endorsed in the content area • Typically all ELs

ESL Pull-Out/ESL Push-In

- Goal is fluency in English
- Often implemented in districts or buildings where there are low numbers of ELs
- Could make use of co-teaching or coaching
- Teachers receive professional development in ESL strategies to meet the language and academic needs of the students and may be a resource to other staff members
- Students served in mainstream classrooms receive instruction in English with some native language support, as needed
- In ESL Pull-Out programs, students spend most of the day in the mainstream classroom
- In ESL Push-In programs, the English-language instruction is provided within the mainstream classroom

Dual Language Program

- Serves both native-English speakers and speakers of another language concurrently
- Instruction is provided in both languages
- Both groups become bi-literate, learn academic content in two languages, and develop cross-cultural understanding
- Class comprised of EL and English-speaking students
- District commitment to long-term programming so as to provide the opportunity for proficiency in both languages
- Utilizes bilingual teachers with content endorsement/expertise
- Generally offered as one of several program options available with choice by parents

Transitional Bilingual

- Instruction provided in both English and native language
- Generally only ELs with the same native language
- Some bilingual programs transition to English-only sheltered instruction in 2 to 3 years while others provide additional years of bilingual support
- Generally offered as one of several program options available with choice by parents

Nebraska Department of Education. Rule 15: A Guide for Implementation. Spring 2012.

CO-TEACHING EXAMPLES

In addition to the Push-in ESL program description above, co-teaching/coaching/collaboration strategies can be considered. Seven EL co-teaching arrangements and collaborative practices between EL teachers and general education teachers are described below (Dove & Honigsfeld, 2010):

Model Type	Description	Examples
One student group: One lead teacher and another teacher teaching on purpose	The mainstream and ESL teachers take turns assuming the lead role. One leads while the other provides mini-lessons to individuals or small groups in order to pre-teach or clarify a concept or skill.	While the mainstream teacher introduces the mathematical conventions for reducing fractions, the ESL teacher clarifies the meanings of numerator and denominator, and helps students understand the concept of equal fractions with visually depicted fractions and math manipulatives.
One student group: Two teachers teach the same content	Both teachers direct a whole class lesson and work cooperatively to teach the same lesson at the same time.	The teachers collaboratively agree on content and language objectives for a lesson on the rock cycle. The mainstream teacher focuses on the content goals of the three main classes of rock and how they are formed. The ESL specialist supports students' linguistic development through the matching language objectives that target key concept vocabulary; adjectives describing the colors, shapes, textures, and sizes of rocks; and the passive voice.
One student group: One teacher teaches, one assesses	Two teachers are engaged in conducting the same lesson; one teacher takes the lead, and the other circulates throughout the room and assesses targeted students through observations, checklists, and anecdotal records.	While the fourth-grade classroom teacher leads a review and practice lesson on two-digit subtraction, the ESL specialist circulates throughout the room, observing and informally assessing how the ELs and possibly other at-risk students are mastering the new content.
Two student groups: Two teachers teach the same content	Students are divided into two learning groups; the teachers	In a middle school technology class, the topic of bridges and

	engage in parallel teaching, presenting the same content using differentiated learning strategies.	their associated forces is explored. One group works at the computer stations conducting research and creating a PowerPoint presentation while the other engages in labeling and matching activities using line drawings.
Two student groups: One teacher pre-teaches, one teaches alternative information	Teachers assign students to one of two groups based on their readiness levels related to a designated topic or skill. Students who have limited prior knowledge of the target content or skill are grouped together to receive instruction to bridge the gap in their background knowledge.	One teacher pre-teaches the format and sequence of a lab report while reviewing the components of the scientific method. The other group compares inductive and deductive reasoning as related to the logical reasoning behind the scientific method.
Two student groups: One teacher pre-teaches, one teaches alternative information	Flexible grouping provides students at various proficiency levels with the support they need for specific content; student group composition changes as needed.	In an upper elementary co-taught English language arts class, one teacher revisits the effective use of transitions in expository writing with one group of students. The other teacher examines nonfiction mentor texts that include obvious as well as subtle transition words.
Multiple student groups: Two teachers monitor and teach	Multiple groupings allow both teachers to monitor and facilitate student work while targeting selected students with assistance for their particular learning needs.	Teachers collaboratively set up several learning stations in a high school social studies class. Students at each station are assigned a different authentic document from the Cold War with a matching, differentiated, and scaffolded activity sheet.

(Dove and Honigsfeld, TESOL Journal, March, 2010)

NON-NEGOTIABLE CIVIL RIGHTS

Meeting the needs of ELs in low incidence settings continues to be a challenge for everyone involved. The Administrator's Guide to Federal Programs for English Learners (Thomson Publishing, 2010) reminds us that instruction provided in the regular education classroom is the "primary vehicle" for moving ELs from "struggling language learners to high-achieving mainstream students." Collaboration between the South Dakota Department of Education and Districts and schools must think and work collaboratively to help ELs reach proficiency in English language acquisition while meeting content standards. Since ELs spend the majority of their time in content area classes, collaboration is crucial for success.

The U.S. Department of Education offers advice on what to do but not how to do it, by addressing outcomes not content. In writing district plans for ELs, seven services guaranteed by EL's civil rights must be addressed:

- (1) *Instruction to overcome linguistic barriers:* States must provide instruction to help non-English-speaking students attain proficiency and overcome language barriers, so they may have meaningful access to educational content.
- (2) *Mainstreaming is goal:* The overall goal for language instruction must be to prepare ELs to participate in core content classrooms. ELs cannot be permanently or completely separated from their non-EL peers.
- (3) *Non-dead-end programming:* Language instruction must aim to catch ELs up to their English-speaking peers as quickly as possible. Therefore, the program cannot be a dead-end tack.
- (4) *Limited English proficiency is not a disability:* ELs cannot be placed in special education programs based *solely* on their language skills.
- (5) *Sound educational theory:* ESL programming must be based on sound educational theory.
- (6) *Sufficient effort to implement programs:* The education agency implementing the program must do so to full effect (i.e., supply sufficient personnel, time and resources for it to work as intended).
- (7) *Program accountability:* If the program fails to overcome linguistic barriers for students after "enough time" to be considered a fair trial period, it should be discontinued in favor of another.

These civil rights are non-negotiable and must be met with or without federal funds.

EXAMPLES FROM RURAL, LOW-INCIDENCE PROGRAMS

Several rural districts with low incidence of ELs in South Dakota convened in March 2012 to write a description of their EL program models. Their working drafts are posted in **Appendix D** as examples of district efforts to address EL needs within the stringent requirements of the law. Districts looking to initiate a program may be able to use parts and ideas from these plans in developing their own programs.



Highly Qualified Teachers

South Dakota State Law requires teachers who teach ELs to have an English as New Language (ENL) Endorsement to provide the ENL program services. (For program models see Section IV of this EL Program Guide.)

Under the Elementary and Secondary Education Act of 1965 as amended by Every Student Succeeds Act (ESEA), each LEA must ensure that all teachers and paraprofessionals working with English learners meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

A teacher of English Learners (ELs) who provides instruction in core academic subjects needs to meet the requirements to be highly qualified, even if he or she is not the only one instructing the students in that subject. However, if the teacher is reinforcing instruction already delivered, or is only providing advisory assistance to a teacher who has delivered the instruction, the highly qualified teacher requirement do not apply.

An endorsement, degree or certification in ESL may not be used to demonstrate subject-matter competency, unless the endorsement or certification includes coursework equivalent to that of a subject major, or is in line with other means allowable under ESEA and required by the state to determine subject-matter competency. ESEA requires ESL teachers demonstrate subject-matter competency in the core subject they teach. For example, a teacher who teaches math using ESL Methodologies would need to demonstrate subject-matter competency in the core subjects they teach. A teacher who uses ESL methodologies to teach parts of the general elementary curriculum to fourth-graders must demonstrate competency as an elementary teacher.

Considering that many content area instructors often know relatively little about serving language minority students, professional development in this area can be strongly indicated, or even critical. Obviously, professional development dollars must be spent, at least in part, to help non HQTs attain HQT status, and in many places, this status does not automatically involve building skills to serve ELs. Nonetheless, many instructional skills a teacher uses to serve ELs can be beneficial to all students (effective differentiated instruction, for example). Because helping at-risk students meet challenging standards remains a priority in both Title I and Title III, any efforts to make teachers more effective for struggling students fall squarely within the program's goals. (Forte, 2010)

It is also important to understand that the Office of Civil Rights enforces the Equal Education Opportunities Act (1974) which specifies that local school districts must provide their ELs with a fair and

meaningful education, and equally important, specifies activities that local school districts are prohibited from doing. (See Programs Models, Section IV of this EL Program Guide for specific services guaranteed by ELs' civil rights as determined by the U.S. Supreme Court, i.e. : *Lau v. Nichols* [1974]).

The legislative citation of the English as a New Language Endorsement can be found in Appendix G of this guide and also at: <http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:15:06:25>

English as a New Language (ENL) Endorsement in South Dakota

More schools in South Dakota are adding the coursework for the ENL Endorsement every year. The advantage for doing the coursework from a South Dakota school is that the instructors in South Dakota know the English Learner populations we serve. Contact the institution of higher education nearest to you for guidance to the closest ENL Endorsement program most accessible to your location.

To Obtain the ENL Endorsement on a Current Certificate

1. Go to the State website at : <http://doe.sd.gov/oatg/teachercert/index.asp>
2. Click on: Additional authorization application
3. Pay \$20.00 with your credit card
4. Contact the Registrar of the college you attend to send a transcript to the State.. The address is:
Teacher Certification, 800 Governors Drive, Pierre, SD 57501

If you have questions about what you need to do to complete the course work for the ENL Endorsement, talk with the Certification Officer at the college where you have done your course work.

ENL Requirements: <http://doe.sd.gov/oess/documents/ENLRequir.pdf>



Professional Development for Educators Working with ELs

Schools that do not receive federal funds explicitly intended for professional development can still implement a number of school-level practices that support teachers' efforts to grow skills and confidence with regard to ELs.

The State of South Dakota is a part of the WIDA Consortium (World-class Instructional Design and Assessment) (<http://www.wida.us>). WIDA provides the State Department of Education with training days each year. Contact the South Dakota Department of Education for information on dates, locations and subjects of the training they will provide for the current year (<http://southdakota.gosignmeup.com>).

The State of South Dakota also partners with the North Central Comprehensive Center located at the Mid-continent Regional Educational Laboratory (McREL) in Denver, CO to provide training and support for school districts that have ELs.

Possible professional development opportunities include:

- Training provided by the SD Department of Education through the offices of Title III and Migrant Education.
- Both WIDA and the North Central Comprehensive Center provide Data retreat services.
- SIOP Training – This training can be contracted through Pearson.
- Co-Teaching Professional Development – There are various models that give guidance to teachers as they begin to work in cooperation with an ENL teacher to provide direction in strategies with the ELs in their classrooms and content area classes.
- The Dakota TESOL organization and annual conference offers timely, useful and important information for teachers of ELs.
- Look to the posted professional development opportunities on the SD Department of Education website for relevant training.



Title III Programs, Funding and Regulations

The South Dakota Department of Education manages the Title III Language Instruction and Immigrant Children and Youth Grant from the United States Department of Education. In order to qualify for Title III funding, a local school district/education agency (LEA) propose to serve a number of ELs sufficient to generate \$10,000 in funding. The possible amount is arrived at by determining the total number of students to be served and multiplying that number by the per pupil dollar allotment.

The purpose of this grant is to ensure that English learner students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Schools use Title III funds to implement language instruction educational programs designed to help EL students achieve these standards. State educational agencies (SEAs), local educational agencies (LEAs), and schools are accountable for increasing the English proficiency and core academic content knowledge of EL students.

Title III subgrants support the efforts of LEAs to assist English learner students to learn English and meet challenging State academic content and student academic achievement standards. LEAs must use Title III subgrants to carry out activities that use approaches and methodologies that are based on scientifically-based research on teaching limited English proficient children and immigrant children for the following purposes:

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders State educational agencies, local education agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- (4) to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instruction settings;
- (5) to promote parental, family and community participation in language instruction educational programs for parents, families, and communities of English learners

APPLYING FOR AND RECEIVING TITLE III FUNDS

The Application Process

All applicants who intend to operate a *Title III: Language Instruction for English learners and Immigrant Children and Youth* subgrant program must complete a yearly application prior to completing Part I and Part II of the annual LEA Consolidated Application for Title III.

The intent to participate form is sent to each LEA in the spring. Once this application is completed, it will be determined, based on the number of applicants and the state allocation from the Office of English Language Acquisition (OELA), the amount of funding each school district will receive. When that calculation has been completed, each LEA will be notified of the amount of their subgrant. Once the LEA has that information, Part I and Part II of the annual LEA Consolidated Application for Title III funding will need to be completed. All questions in the application must be answered and all stated and implied assurances contained in that application must be met.

The Allocation Process

Below is a general timeline and outline of the procedure for allocation of funds. This timeline may vary slightly based on funding availability and certain state and federal commitments.

MONTH(S)	STEP IN ALLOCATION PROCESS
March	Intent to participate form is sent to all school superintendents and Title III coordinators, alerting them to the preliminary grant application for Title III - Language Instruction for English learners (EL) and Immigrant Children and Youth. Due date for the intent to participate form is the last date LEAs can notify SD DOE in order to apply for a subgrant.
April/May	SDDOE reviews all intent to participate forms
May/June	Preliminary allocation letter sent to LEAs by the Office of Grants Management.
July	LEAs submit Title III application and budget information.
August	SD Department of Education reviews and approves Title III applications.

The amount of the Title III funding that is awarded to a LEA or to a consortium is determined by adding up all of the ELs in South Dakota to be served by all Title III applicants. That number is used to determine a per pupil allotment, which, in turn, is awarded to all Title III program districts, based on their number of students served. The number of students served is based upon the per pupil allotment on the final day of the ACCESS for ELLs 2.0 testing window.

Forming a Consortium

LEAs receiving an allocation less than \$10,000 must enter into a consortium partnership with one or more local districts. The operation of a consortium is outlined below:

- One of the LEA members must agree to serve as the lead LEA of the consortium. The lead LEA (fiscal agent) shall be the sole grantee and shall administer the subgrant on behalf of all consortium member LEAs.
- The fiscal agent, along with each of the consortium partners, shall decide on the manner in which services and products funded by Title III will be provided to eligible EL students enrolled in each of the participating LEAs.
- Title III funds assigned to consortia must be combined or “pooled” with one consortium plan for all consortium partners.
- The fiscal agent is responsible for all fiscal transactions of the consortium (requisitions, purchases, payments, etc.) and for maintaining records of all financial transactions carried out on behalf of the consortium. That agent is also responsible for ensuring that consortium members fulfill their fiscal and programmatic responsibilities as sub-grantees under Title III.
- Consortium partners must meet to discuss and develop a common plan that meets the requirements of Title III and other issues including the following:
 - The needs of partner districts for improving services for English learners (EL) students.
 - The needs of partner districts relating to professional development to improve instruction for EL students.
 - A common plan to effectively and efficiently use Title III funds to meet the identified needs of the consortium partners.

For more information on forming a consortium, contact Yutzil Becker at Yutzil.Becker@state.sd.us or 605.773.4698.

Questions about the **Statewide Title III** consortium, please visit: <https://sdtitle3migrant.org/>

On-Site Monitoring

South Dakota Title III Grantees will receive an on-site monitoring once every three years starting in the 2012-13 school year. **The current process is being reviewed, more details coming soon.** The grantees will receive information and instructions regarding the monitoring visit with ample time to prepare for the visit by SD Department of Education personnel.

Title III Grant Activities

The Supplement Not Supplant Requirement of Title III

Section 3115(g) of Title III of the ESEA (hereafter “Title III”) provides as follows:

SUPPLEMENT, NOT SUPPLANT -- Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

In practice, the prohibition against supplanting under Title III means that recipients may not use those funds to pay for services that, in the absence of Title III funds, would be necessary to be provided by other Federal, or State, or local funds.

For more detailed information regarding the *Supplement not Supplant* requirement go to:

<http://www2.ed.gov/programs/sfgp/supplefinalattach2.pdf>

Required Title III Activities:

According to Title III regulations, a district/consortium receiving Title III funds must use those funds to:

“(1) to increase the English Proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate successes in increasing-

“(A) English language proficiency; and

“(B) Student academic achievement; and

“(2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is-

(A) designed to improve the instruction and assessment of English Learners;

(B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English Learners;

(C) effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

(D) of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in

the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teachers, as appropriate; and

“(3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which-

- (A) shall include parent, family, and community engagement activities; and
- (B) may include strategies that serve to coordinate and align related programs.

Allowable Title III Activities

- Upgrading program objectives and effective instructional strategies
- Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Providing to English learners-
 - A. Tutorials and academic or career and technical education; and
 - B. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators
- Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- Improving the English language proficiency and academic achievement of English learners
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families
 - A. To improve the English language skills of English learners
 - B. To assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children
- Improving the instruction of English learners, which may include English learners with disability by providing for-
 - A. The acquisition or development of educational technology or instructional material
 - B. Access to, and participation in, electronic networks for materials, training, and communication; and
 - C. Incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart
- Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education
- Carrying out other activities that are consistent with the purposes of this section

Private School Participation in Title III:

Local education agencies (LEAs) receiving Title III funds must provide educational services to English learners and educational personnel in private schools that are located in the geographic area served by the LEA. These services must address the language proficiency needs of the students and be provided by appropriate personnel employed by the local district, not by the private school.

Further information on this topic can be found in the Title III legislation found in **Appendix A** and from Yutzil Becker at the SD Department of Education at (605) 773-4698 or Yutzil.Becker@state.sd.us

Collaborative Programs

School districts receiving multiple federal funds should recognize the importance of collaboration among other programs that identify specific needs of students. By providing collaborative opportunities, school districts can maximize the use of the funding and assure that the students' needs are being met effectively. It should be noted that no fund can supplant another fund but rather it can supplement and support instruction and services.

TITLE III – IMMIGRANT CHILDREN AND YOUTH

- Improves the education of EL immigrant children and youth by assisting the children to learn English and meet challenging state academic content and student academic achievement standards.
- Focuses on family literacy, parent outreach, community-based activities, training activities, and personnel support
- Immigrant funds are awarded based upon a significant increase in immigrant student population.

TITLE I – PART A

- Provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
- Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "school-wide program" to upgrade the instructional program for the whole school. Title I schools with less than the 40 percent school-wide threshold or that choose not to operate a school-wide program offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging academic achievement standards.
- education or employment

For more information on Title I, Part A, visit: <http://doe.sd.gov/oess/TitleI.aspx>

SPECIAL EDUCATION

Special Education funding has its own set of regulations, but it should be noted that some students may be served by both Special Education and programs for English learners (EL) if they meet the criteria for service in both programs. School districts should establish a process to determine whether academic struggles are stemming from a student's language proficiency or an identified learning disability. (Also see *Frequently Asked Questions* in this guide.) It is important that ENL/ESL staff be included in the assessment and development of a Special Education Individualized Education Plan (IEP) for each EL.

For information regarding ACCESS for ELLs 2.0 testing for English learners with disabilities, download *ACCESS for ELLs Guidelines for Accommodating English Learners with Disabilities* from the menu at:

<http://www.wida.us/assessment/ACCESS/>

For more information on Special Education, visit: <http://doe.sd.gov/oess/sped.aspx>

TITLE I – PART C (MIGRANT EDUCATION)

- Provides high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensures that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensures that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

Designs programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school and to prepare such children to make a successful transition to postsecondary

For more information on Title I, Part C, visit: <http://doe.sd.gov/oess/TitleIpartC.aspx>

Parents and Community

Each district will provide a language instruction educational program and implement an effective means of outreach to parents of limited English proficient children. LEAs must inform such parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and student academic achievement stands as all other children are expected to meet.

Research has shown that engaging parents in their child's education or school system enhances student performance. Parents need to be encouraged and informed that it is permissible for them to come to the school for various events as in many countries parents are not encouraged to participate in school activities. In many countries the schools are solely responsible for the child's education. Therefore it is important that the schools make a consistent effort to welcome families. Communicating school expectations and regulations to the parents is also necessary as it puts parents at ease as they work to navigate the school systems. Expectations and school rules that seem intuitive and obvious to English-speaking families is not readily known to parents of English learners.

PARENT NOTIFICATION FOR IDENTIFICATION AND PARTICIPATION (Title I and Title III Requirement)

The district must notify parents of a child identified for participation in a language instruction educational program not later than 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the district must inform parents within two weeks of the child's placement in such a program.

School districts must inform parents of the following information in their home language when possible:

1. The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program.
2. The child's level of English proficiency based on their scores from the KG W-APT/WIDA Screener/ACCESS for ELLs 2.0 test, and the status of the child's academic achievement.
3. The method of instruction that will be used in the program, including a description of other alternative programs
4. How the program will meet the educational strengths and needs of the child
5. How the program will help the child learn English and meet academic achievement standards
6. The program exit requirement, including the expected rate of transition, and the expected rate of graduation from secondary school
7. How the program will meet the objectives of the individualized education program for a child with a disability; and

8. Their rights, including written guidance that
 - a. specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request;
 - b. describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available,
 - c. assists parents in selecting among various programs and methods of instruction, if more than one program or method are offered.

Note: **Best practices when communicating with parents include using an interpreter.**

Sample notification letter can be found here: <http://doe.sd.gov/oess/TitleIIIela.aspx>

Note: www.wida.us provides a parent letter in various home languages to explain student ACCESS for ELLs 2.0 scores and eligibility for enrollment in the EL program.

If you are looking for a great resource to work with families visit the [Guide to Inspiring Partnerships between Home and School](#) .



Suggested Educational Resources

COMPUTER-AIDED INSTRUCTION

- **Rosetta Stone** - <http://www.rosettastone.com>

Rosetta Stone is an interactive software program that uses visual imagery to help students learn and think in a new language. It promotes and builds student social English and allows them to practice reading, writing, listening and speaking in English.

- **Imagine Learning** - <http://www.imaginelearning.com/>

Imagine Learning is an interactive software program that aids students in learning the English language.

- **Samson's Classroom** - <http://www.samsonclassroom.com>

This software program is designed mainly for students grades K-5. It is an online series that helps students become better readers. Students play games that focus on three core areas; sight words, spelling, and reading comprehension.

CURRICULUM MATERIALS

Teachers are responsible for teaching English learners grade level content and scaffolding it to the student's English proficiency level. Therefore, your curriculum for English learners will be based on state standards and the WIDA English language proficiency standards. However, most reading series and publishing companies will have a companion EL program that will go along with their reading curriculum. These companion programs may provide you with leveled readers that can be used with your ELs. You may want to look at your current reading series and see if there is an EL program that parallels what you currently use. Here are a couple of curriculum programs that are currently being used in the state.

- *On Our Way to English* –

<http://rigby.hmhco.com/en/owe2010/index.htm>

- *Treasure Chest for English Language Learners* -

http://www.macmillanmh.com/reading/treasure_chest.html

- *Keys to Learning* - a newcomer program that provides middle and high school ELs with the skills and strategies to make a great start in reading, writing, and grammar -

www.pearsonlongman.com/ae/keys_to_learning/content.html

EDUCATIONAL VIDEOS

Videos are a great way to make abstract concepts more concrete for English learners. By showing them a video it will make the content more comprehensible for the students. Here are some great websites that offer educational videos to supplement your curriculum materials.

- Brainpop - www.brainpop.com
- Learn360 – www.learn360.com

REFERENCE RESOURCES FOR TEACHERS

- Diaz-Rico, L. (2008). *Strategies for teaching English learners*. Boston, MA: Pearson Educational, Inc.
- Echevarria, J., Vogt, M.E., & Short, D.J. (2009). *Making content comprehensible for elementary English language learners: The SIOP model*. Boston, MA: Pearson Educational, Inc.
- Echevarria, J., Vogt, M.E., & Short, D.J. (2009). *Making content comprehensible for secondary English language learners: The SIOP model*. Boston, MA: Pearson Educational, Inc.
- Gottlieb, Margo. (2006). *Assessing English Language Learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press,
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Hill, J. & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: ASCD
- Law, Barbara & Eckes, Mary. (2007) *Assessment and ESL: An alternative approach 2nd Ed.*, Winnipeg, Canada: Portage & Main Press

INFORMATIONAL WEBSITES FOR EDUCATORS

Description	Website
World Class Instructional Design and Assessment (WIDA)	www.wida.us
Formative assessments to track student English language proficiency level	http://www.wida.us/assessment/MODEL/
Dakota TESL	www.dakotatesl.com
Cross Cultural Developmental Education Services This is Dr. Catherine Collier's web site, she is a leading expert in distinguishing the difference between a language issue and a disability. She has credentials in both Special Education and in English Language Learner education.	http://www.crosscultured.com/index.asp
Obtaining an English as a New Language Endorsement (under “documents” heading)	http://doe.sd.gov/oess/TitleIIIela.asp
Discovery Education	www.discoveryeducation.com
Karen online translator	http://www.drumpublications.org/dictionary.php
Translation for a number of languages	http://translate.google.com/
Office for Civil Rights – English Learner Resources	http://www2.ed.gov/about/offices/list/ocr/ellresources.html
EL Toolkit	http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf

REFERENCES FOR COMMUNITY MEMBERS

- United Nations High Commissioner for Refugees: <http://www.unrefugees.org>
This site contains information about the UN's work for refugees around the world and you can find descriptions of refugee populations.
- Lutheran Social Services of South Dakota: <http://www.lsssd.org/>
- International/Interfaith Calendar: <http://www.interfaithcalendar.org/>
- This website offers an ethnic calendar with explanations of the different religious holidays: <http://www.sheepandgoat.com/articles/ethniccalendar.html>

RESOURCES FOR PARENTS

- 211 Help Line
Telephone: 339-4357
Answers questions about finances, shelters, daycare, housing, food, health, clothing or employment.
- Caring Program for Children
Telephone: 361-5994
Free immunizations and examinations for children age 6 through high school.
- Cornerstone (Aberdeen and Huron)
Web site: www.cornerstonescareer.com/
Adult education classes (computer training, English classes, GED testing)
- Department of Social Services
 - Child Care Services 367-7602
 - Child Support 800-286-9145
 - Economic Assistance 367-5500 (food stamps, TANF, medical)
- Department of Community Development
Telephone: 367-7125
Repair of homes with low interest and no interest loans available with low monthly payments or no monthly payments to qualified homeowners.
- Department of Health
Telephone: 367-5360
Physicals for low income, uninsured women ages 40-64, Bright Start—pregnant low income, Immunization Program, Newborn screening program, WIC

- Department of Human Services
Telephone: 367-4217
Based on eligibility, assistance with rent, utility bills, ID's, food and non-food items, dental and medical care, out-of-town transportation (bus tickets, gas), prescriptions, and burials
- Lutheran Social Services
Telephone: 3800-568-2401 or 339-4601
Web site: <http://www.lsssd.org/>
- Head Start
Telephone: 367-4540 or 367-4541
Educational activities for children ages three or four

Frequently Asked Questions

The reality of the South Dakota education system is that there is a growing population of non-native English speakers in our classrooms. English learners (ELs) often are placed in “regular” or mainstream classes alongside native English speaking American students. For teachers, this reality is a professional challenge. Many mainstream teachers find themselves with bilingual or even multi-lingual classrooms and understandably have more than a few questions about how to approach the situation.

How do I find useful information on a student’s cultural background?

- Student information gathered at registration
- Acculturation Quick Screen (AQS) - See Cross Cultural Developmental Education Services under educational resources)
- Use online resources to identify potential cultural conflict points (i.e. restrictions on food that can be eaten, appropriate eye contact)
- Use online resources to understand basic first- and second-language differences and similarities (i.e. language cognates)

What are some important tips for classroom teachers with ELs?

1. Increase your own knowledge: Learn as much as you can about the language and culture of your students.
2. Simplify your language: Avoid slang and idiomatic expressions. Use as few extra words as possible.
3. Announce the lesson’s objective and activities: Write the objectives on the board and review them orally before class begins. It is also helpful to place the lessons in the context of its broader theme and preview upcoming lessons.
4. Print legibly.
5. Demonstrate; use manipulatives.
6. Make use of all senses: Give students a chance to touch things, to listen to sounds, even to smell and taste when possible. Talk about the words that describe these senses as the student physically experiences something. Write new words as well as say them.
7. Use smart boards, DVDs, iPads to improve a content lesson.
8. Bring realia into lessons.
9. Adapt materials: Don’t “water down” the content. Rather make the concepts more accessible and comprehensible by adding pictures, charts, maps, time-lines, and diagrams, in addition to simplifying the language.

10. Support the student's home language and culture: The goal should be to encourage students to keep their home language as they acquire English. Students might be able to bring in pictures, poems, dances, proverbs, or games. Do whatever you can to help your English-speaking students see the language-minority student as a knowledgeable person from a respected culture.

What are some strategies for working with an interpreter?

- When conducting a parent teacher conference or when at a meeting when official documents are being signed, the district is responsible for providing an interpreter for the family. At times the family may bring a friend to interpret. It is important to remember to never use siblings to interpret sensitive or confidential information.
- When friends and family accompany parents/students, it can actually create a more comfortable atmosphere for them.
- Even though the interpreter is speaking for you, look at the parents/students when you talk with them. This shows respect even if they continue to look at the interpreter.
- Say only 2 or 3 sentences at a time. Information will be lost if you give too much at once. Also, have the interpreter stop the parents/students every 2 to 3 sentences as well.
- Do not use web-based utilities to translate information due to their inaccuracy.

What should classroom management look like?

English learners need clear expectations regarding appropriate behavior and interaction in the classroom. Different cultures have different expectations for behavior in educational settings. Expectations need to be explicitly taught and modeled.

What should classroom arrangement look like?

When planning instruction to be presented to a classroom of ELs and English-speaking students, it would be helpful to have the room organized so students can easily work together in small groups.

- Cooperative groups
- One-on-one peer tutoring
- Small group presentations

How does a classroom teacher provide instruction and support for the ELs without holding back the students who are fluent in English?

Differentiation is the key to effective instruction for all students?

- Modifying the text
- Creating grouping structures that set students up for success
- Scaffolding the learning experience

What kinds of activities should a classroom teacher be doing to help an EL develop their oral language and oral reading?

- A low-anxiety environment
- Repeated practice
- Comprehensible input
- Drama

How do I grade my English learners?

- Use alternative assessments that aren't highly dependent on academic language ability so students can demonstrate real learning (refer to following list).
 - Portfolios are excellent ways to show student growth
 - Oral presentations
 - Allow students to do projects instead of paper tests
 - If applicable, allow students to use illustrations to demonstrate knowledge and learning
- Modify assignments and assessments so that the student is able to have success
 - Read tests orally to students
 - If using multiple choice, limit the choices
 - Avoid using T/F questions
 - Use open ended questions so students can explain what they have learned

Can Special Education students also receive EL services?

All students who are eligible for EL services, including students on an Individualized Education Plan (IEP), need to be served. If a student who qualifies for EL services also qualifies for Special Education services then the EL teacher should be part of the IEP team. This team should decide the level and kind of EL service that the student will receive. Special Ed service does not replace EL service; the two can work together to make sure that the services complement the classroom instruction, the student's language needs and the IEP goals. What the service model looks like will depend on the needs of each individual student. In some cases the student's disability makes it difficult for EL services to have an impact; if this is the case, it should be documented in the IEP. At no time should we assume that because a student is in Special Ed that they won't receive EL services.

Can EL students be retained?

Retention is usually not recommended for English learners, even if they are newcomers with lower levels of English proficiency. EL students need to be taught the same academic standards as their peers. They are often capable of participating in grade-level activities if instruction is differentiated and made comprehensible. Research has told us that Native-like academic performance in a second language can take 7-10 years and we cannot wait that long to advance students. Retention can carry a social stigma that can harm, rather than help, language acquisition and academic progress.

Slow language acquisition and the resulting low academic performance are not necessarily indicators of a student being at-risk, incapable of grade-level activities, or in need of special education.

Can a district ask for a student's immigration status?

No.

What can you use as proof of identification?

- I-94 card
- birth certificate
- permanent resident card

Does a student's identification in an EL program depend on whether or not the district will receive funding for that child?

No. The student's identification is based on their initial KG W-APT/WIDA Screener scores (level of English proficiency). As long as they qualify for services the schools must ensure that accommodations are made for them in the classrooms and on state tests.

Up to what age can students attend public schools in South Dakota? In South Dakota students can stay in public school through the year of their 21st birthday. It is highly encouraged that students who arrive with limited prior education and have an advanced age stay in school through their 21st birthday in order to obtain graduation requirements. Passing the GED is especially difficult for English learners.



Additional Department of Education Information Regarding Working with English Learners

The South Dakota Department of Education has referenced English Learners (ELs) in a number of documents that are available to educators and to the public. Some of them provide more detail than is presented in this guide. The reader may wish to review them for additional information. These documents include the following:

Office of Assessment:

<http://doe.sd.gov/Assessment/>

Identifying and assisting English learners:

<http://doe.sd.gov/oats/documents/ELLproces.pdf>

English Language Assessments

<http://doe.sd.gov/oats/elp.aspx>

Highly Qualified Teachers:

<http://doe.sd.gov/oatq/hqt.aspx>

Other References from this Document

ESL Coteaching and Collaboration: Opportunities to Develop Teacher Leadership and Enhance Student Learning, Dove, Maria and Honigsfeld, Andrea. TESOL Journal, pages 3-20. March, 2010.

http://www.tj.kdp.org/teachingresources/podcast/pdf/ESL_CoTeaching_Collab.pdf

Fort, E. & Faulkner-Bond, M. (2010). *The administrator's guide to federal programs for English learners*. Washington, D.C.: Thompson Publishing Group.

APPENDIX DOCUMENTS

APPENDIX A

Title III of the Elementary and Secondary Education Act of 1965 as amended by Every Student Succeeds Act (ESEA) legislation can be found in its entirety at:

<http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

APPENDIX B

English Learning Program (EL) Sample School District

2017-2018

Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School: _____ Date: _____

Dear Parent/Guardian of: _____

ESEA Section 1112(A)(i)

According to information you provided on the Home Language survey along with an English language proficiency assessment, your child:

- ☐ Is identified and eligible for EL services.
☐ Is qualified to continue EL services.
☐ Does not qualify for EL services because...
☐ The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.
☐ The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112(A)(ii)

In XX Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a scale of 1-6. On the English language proficiency test, your child tested at a level _____ on the ACCESS, Alternate ACCESS, MODEL or KG W-APT.

Below is an explanation of the levels.

English Language Proficiency Levels (grades K-12)

Level A1	Initiating	The student can imitate sounds and respond to familiar voices.
Level A2	Exploring	The student can approximate routinely practiced words and respond to routinely practiced oral cues.
Level A3	Engaging	The student can approximate words and phrases and can respond to an idea within familiar language.
Level 1	Entering	The student knows and uses minimal social language and minimal academic language with visual support.
Level 2	Emerging	The student knows and uses some social English and general academic language with visual support.
Level 3	Developing	The student knows and uses social English and some specific academic language with visual support.
Level 4	Expanding	The student knows and uses social English and some technical academic language.
Level 5	Bridging	The student knows and uses social and academic language working with grade level material.
Level 6	Reaching	The student knows and uses social and academic language at the highest level measured by this test.

ESEA Section 1112(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a 5.0 Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, but it can take up to 7 years to exit the EL program. Your child's anticipated graduation year from the EL program is _____.

ESEA Section 1112(A)(iii)

The school offers the following programs to help your child develop English language proficiency:

Pull-out language support Push-in language support Sheltered instruction

Other(s) _____

ESEA Section 1112(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development in order for your child to meet the challenging academic standards in the mainstream classroom.

ESEA Section 3302(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

- ☐ LAP is Attached (entrance or continuation) ☐ LAP will be written (entrance or continuation)
☐ Not applicable – student does not qualify ☐ Not applicable – student is exiting

ESEA Section 3302(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 3302(A)(vii)

Parents/guardians have the right to decline services, but annual language proficiency assessment remains a district responsibility. If services are declined, an LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.

If you need more information regarding the EL program and services, contact: _____

EL Teacher Name

EL Teacher Phone Number

Date

APPENDIX C

_____ **SCHOOL DISTRICT**

_____ **School Year**

Language Acquisition Plan for Student that are English Learners

Required under Federal Law (Title III, Sec 3302,)

GENERAL DATA

Student Name	Last		First		Middle	
Current Address						
Gender	M	F	Date of Birth		Country of Birth	
Language first spoken		Language spoken in home		Additional Languages spoken		
Date of 1 st year in country		Immigrant Status (less than three years)				
Parent/Guardian name						
Phone	Home		Work		CEL	
Other Contact Person	Relationship		Phone			
Home/School communication to parent/guardian requested in:		English		Native Language		Oral
						Written

ACADEMIC HISTORY PRIOR TO ENTERING

SCHOOL DISTRICT

Age Started School		Years in Preschool/K		Years in 1-5		Retained in grades	
Last Grade Completed		Interrupted Education		Limited Schooling		No formal Schooling	
Has the student been referred for Special Education?				Does the child have an IEP?			
School Attended	City/State/Country	School Year	Grade	Age	Language of Instruction		
ACADEMIC ACHIEVEMENT LEVEL HISTORY							
Subject	Below level	On or Above level	Method used to determine Level	Information not available			
Math							
Reading							
Writing							

Alt. ACCESS criteria <https://www.wida.us/assessment/alternateaccess.aspx#participation-criteria>

Screener INFORMATION

Test	Date	Score	Level
Speaking			
Listening			
Reading			
Writing			
Composite SCORE			

ACCESS 2.0 INFORMATION

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
Speaking																		
Listening																		
Reading																		

Writing																		
Composite SCORE																		

ESL SERVICE

Date Identified EL		Date Entered ESL Program	
Student will receive Direct ESL Pull-out Services for		Minutes	Days a week
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)		Year	Semester
Student will be placed on monitoring Status	Comments:		
Parents Declined Services	Comments:		
<p>With regular school attendance and parental support it is anticipated that the student will exit from services for English Learners to monitoring status in years.</p>			
Comments:			
Date exited from EL Status			
Expected date of Graduation (Grades 9-12 only)			
Student Name	Last	First	Middle

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

*These Designated Supports are appropriate if consistent with the on-going normal delivery of classroom instruction and **MUST** be documented on the student's LAP.

Designated Supports:	ACCESS 2.0	SBAC	Science
Repeat Directions	X	X	X
Simplified Directions	X	X	X
Translated Directions	X	X	X
Text to Speech		All Math & ELA items	
Read aloud		All Math & ELA items	
Flexible schedule	X	X	
Test environment	X	X	
Word-to-Word Glossary			X
Translated Glossary		Math items	
Translation Stacked		Math items	
Bilingual Dictionary		ELA Performance task full writes	
Masking		X	
Color Contrast	X	X	
Magnification	X	X	
Noise Buffer	X	X	
Scribe		Non-writing items for ELA & Math	
Other: (must be approved by DOE before being used on State Assessment)			

https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf

*Accommodation policies for ELP testing & content area testing are not identical and are not interchangeable.

**Students needing accommodations refer to IEP or 504 plan

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

Paraphrasing or repeating directions in English*	Print instead of using cursive
Personal cueing	Use high interest/low vocabulary text material
Reader (oral administration)	Use overhead and provide students with copies of teacher transparencies/notes/lectures
Technology (on-line testing)	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
Extended time	Highlight/color code tasks, directions, letters home
Bilingual dictionary	Pair ESL student with an English speaking "Study Buddy"
Individual test administration	Seat student in close proximity to teacher, alongside Study Buddy
OTHER*:	Allow peer tutors to assist student with work
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Record student speaking into a tape recorder
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> To communicate in social settings
<ul style="list-style-type: none"> To achieve in content areas
<ul style="list-style-type: none"> In socially and culturally appropriate ways

Persons involved in the development of the Language Service Plan:

	Principal		Parent
	School /District EL Coordinator		Parent
	EL Teacher		Student
	Teacher		Interpreter
	Teacher		Date

CLASSROOM

Persons involved in the development of the Language Service Plan:

	Principal		Parent
	School /District EL Coordinator		Parent
	EL Teacher		Student
	Teacher		Interpreter
	Teacher		Date

APPENDIX D

EXAMPLES FROM RURAL, LOW-INCIDENCE PROGRAMS

Several rural districts with low incidence of ELs convened in March 2012 to write a description of their EL program models. Their working drafts are posted below as examples of district efforts to address EL needs within the stringent requirements of the law.

Example #1:

The Board of Education will provide programs of English language for pupils that are English Learners (EL) as required by law and rules of the State Board of Education. EL pupils are those pupils whose native language is other than English and who have such difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in classrooms where the language of instruction is English.

With the goal of mainstreaming and developing fluency in English, students remain in the classroom and teachers will be instructed in effective strategies for adapting classroom structure and content area to accommodate EL students. Other areas of focus will be: language acquisition, comprehension strategies, direct vocabulary instruction, and higher order thinking skills. There is typically no support for students' home language. Additional instruction to overcome linguistic barriers for students will be provided using the following strategies or a combination of them:

- **PULL-OUT**
EL students leave the classroom part of the day to receive EL instruction, often focused on grammar, vocabulary, and communication skills.
- **PUSH-IN**
Students are served in a mainstream classroom and the EL teacher or a para-professional will provide clarification and use EL strategies.

Progress monitoring will be ongoing, including: teacher observation, formative assessments, benchmark testing, reading and math assessments, and summative assessments.

To exit, a student must be proficient based on ACCESS for ELLs 2.0 results.

Example #2:

Language Acquisition Plan for English Learner Student

Required under Federal Law (Title III, Sec 3302, Elementary and Secondary Act of 1965 as amended by Every Student Succeeds Act (ESEA))

This district used the Department of Education Language Acquisition Plan template and prefaced it with the following:

Goals:

- English learners shall be educated in the Structured English Immersion until student reaches the progressive level according the SD DOE Language assessment – ACCESS for ELLs 2.0
- With support from classroom teacher and other certified staff, the student will be successful in both oral and written language acquisition
- Ensure that students achieve at grade level expectations (non IEP students)

Procedure

1. Upon enrollment, parents/guardians are asked to indicate home language. If English is not the home language, school personnel contact the District Assessment Coordinator. The student is assessed within two weeks of the date of enrollment.
2. Student is assessed by the District Assessment Coordinator to determine if student is considered EL.
3. The Assessment Coordinator works with the building administrator to determine classroom placement.
4. The parents/guardians of identified student(s) will meet with administrator, assessor, and classroom teacher to go over the Language Acquisition Plan (LAP)
5. The classroom teacher and support staff will work together to meet the needs of the student(s).
6. Periodic progress reports will be sent home to help parents/guardians to monitor the progress of the student.
7. Students will be assessed periodically with benchmark, district, and state assessments. Accommodations will be provided if the LAP team determines that it is needed.

Example #3:

School District Plan for EL Students

The School District is committed to serving English Learners and to ensure the success of those students. The goal of the school district is to provide services that enhance the students' fluency in English, as well as to ensure that each child learns all content appropriate to his or her grade level when possible.

Staffing: The School District will have two teachers attain their English New Language Endorsement (ENL) no later than the beginning of the 2015-2016 school year.

Identifying students: A home language survey will be administered to all new students..

Language Acquisition Plan: Parents, teachers, and EL staff will meet to formulate a LAP. Any parties involved in the education of the student are welcome to attend. ELP standards will be utilized.

Student Placement: K-5 Students will be mainstreamed into the regular classroom setting and taught comprehension strategies, be given direct vocabulary instruction, and be immersed in higher level thinking skills through our RtI program. By serving students in the regular classroom setting and through the RtI process, EL students will be provided with a vast amount of peer interaction and opportunities to interact with teachers, thus enhancing his/her fluency in the English language, as well as mastering the appropriate grade level content.

6-8—Students will be mainstreamed into the regular classroom setting with some pull-out services based upon individual need. However, all EL students will be enrolled in Readers Workshop, where they will be given additional assistance with literacy skills. Through mainstreaming in the regular classroom setting, students will learn comprehension strategies, be given direct vocabulary instruction, and be immersed in higher level thinking skills. This model will give EL students opportunities to interact with teachers, thus enhancing his/her fluency in the English language, as well as mastering the appropriate grade level content.

9-12—Students will be mainstreamed into the regular classroom setting with some pull-out services based upon individual need. However, all EL students will be enrolled in the Study Skills class, where they will be given additional assistance with literacy skills. Through mainstreaming in the regular classroom setting students will learn comprehension strategies, be given direct vocabulary instruction, and be immersed in higher level thinking skills. This model will give EL students opportunities to interact with teachers, thus enhancing their fluency in the English language, as well as mastering the appropriate grade level content.

Annual Assessment: All students will be evaluated annually based on state and federal mandates.

Exiting from EL Status: Exit criteria will be based on ACCESS for ELLs 2.0 test results.

3APPENDIX E

Sample: Parent Refusal of ESL Program

Student Name: _____ **School:** _____

Address: _____ **Home Phone:** _____

_____ (school district employee),

visited with the parents/guardian of _____ (student name)

on _____ (date). During the visit it was explained to the

family why this is the optimal program and the value in having

the student attending the ESL program. The parents of this

students have chosen to refuse ESL services.

_____ **Parent Signature**

_____ **Date**

_____ **School Principal**

_____ **Date**

APPENDIX F

Common Terms and Acronyms Used with the Education of ELs

ACCESS for ELLs 2.0: This is the annual assessment used in South Dakota schools to measure progress of English skills.

AQS: Acculturation Quick Screen, a survey used to determine student's stage of adaptation to the new culture.

BICS: *Basic Interpersonal Communication Skills*. These are the language skills needed in social situations which usually develop within six months to two years after arrival in the U.S.

CALP: *Cognitive Academic Language Proficiency*. The language ability required for academic achievement, which is usually acquired within five to seven years after arrival in the U. S.

Code Switching: The use of two languages interchangeably in speech and in writing often due to lack of fluency in L1 and L2, or in both languages.

Content-Based ESL (English as a Second Language): This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

English Learner-EL (refers to the student): English Learner; this term is replacing LEP (Limited English Proficient) because it highlights accomplishments rather than deficits.

English as a Second Language - ESL (refers to the program): A program of techniques, methodology and special curriculum designed to support EL students academically while they are becoming proficient in English.

HLS: Home Language Survey, a language questionnaire on the registration form used to identify potential EL students.

Immersion: Approach to teaching language in which the target language is used exclusively to provide all instruction.

L1: Primary language

L2: New language; second language

Language Proficiency: Refers to the degree to which the student exhibits control over the use of language, including measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not simply lack of proficiency in another language.

Lau v. Nichols: A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district [414 U.S. 563 (1974)].

NES: Non-English Speaker

Pull-Out ESL: A program in which ESL students are “pulled out” of the regular, mainstream classrooms for special instruction in English as a second language.

Redesignation/Reclassification: A process, based on reaching certain criteria of proficiency, that changes an ELs status and triggers program changes that may remove the student from an ESL program and place him/her in the mainstream classroom.

Sink or Swim: Programs where the course material is taught only in the dominant language of the country, e.g., English in the United States, without special concern for student comprehension. This approach violates the civil rights of limited English proficient children which are protected under the 1974 Supreme Court decision in **Lau v. Nichols**. This concept is sometimes referred to as language submersion.

W-APT: This is the name of the test used in South Dakota to identify ESL students.

APPENDIX G

English as a new language teacher endorsement

24:15:06:25. K-12 English as a new language education endorsement. A K-12 English as a new language education endorsement requires 18 semester hours of coursework, to include linguistics, development of curriculum and instruction for new language acquisition, language and culture, program assessment, reading for students with limited English proficiency, and an English as a new language methodology course. Study in the developmental characteristics of K-12 learners and a practicum, internship, or student teaching inclusive of K-12 learners is required in addition to the 18 hours, if not previously completed. Verified teaching experience in K-12 English as a new language within the five-year period immediately preceding application may be accepted in lieu of the above field experiences at the equivalency of one year's teaching experience for one semester hour credit for a maximum of three semester hours of the total credit hours required. No state test is required or available to validate this endorsement.

Source: 25 SDR 13, adopted July 21, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; transferred from § 24:16:08:50, 30 SDR 211, effective July 5, 2004; 32 SDR 41, effective September 11, 2005; 36 SDR 169, effective May 11, 2010.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

APPENDIX H

Private School participation in Title III

Authorities

Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act (ESEA)
Section 8501 Part F

Education Department General Administrative Regulations (EDGAR), Part 76, Secs. 76.650-76.662

Statutory and Regulatory Requirements

- After timely and meaningful consultation with appropriate private school officials, local education agencies (LEAs) receiving Title III funds must provide educational services to English learners (EL) children and educational personnel in private schools that are located in the geographic area served by the LEA.
- To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials during the design and development of the Title III program on issues such as:
 1. How the EL children's needs will be identified.
 2. What services will be offered.
 3. How, where and by whom the services will be provided.
 4. How the services will be assessed and how the results of the assessment will be used to improve those services.
 5. The size and scope of the services to be provided to the private school children and educational personnel.
 6. The amount of funds available for those services.
 7. How and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of contract services through potential third-party providers.
- Title III services provided to children and educational personnel in private schools must be equitable and timely and address their educational needs.
- Funds provided for educational services for private school children and educational personnel must be equal, taking into account the number and educational needs of those children, to the funds provided for participating public school children.
- Title III services provided to private school children and educational personnel must be secular, neutral, and non-ideological.
- LEAs may serve private school EL children and educational personnel either directly or through contracts with public and private agencies, organizations and institutions.
- The control of funds used to provide services and the title to materials and equipment purchased with those funds must be retained by the LEA.
- Services for private school children and educational personnel must be provided by employees of the LEA or through a contract made by the LEA with a third party.
- Providers of services to private school children and educational personnel must be independent of the private school and of any religious organization, and the providers' employment or contract must be under the control and supervision of the LEA.
- Funds used to provide services to private school children and educational personnel must not be commingled with nonfederal funds.

APPENDIX I

Home Language Survey (Sample)

Student Information	
First Name:	Date of Birth:
Last Name:	School Name:

Questions for Parents or Guardians	Response
What language(s) is (are) spoken in your home?	
Which language did your child learn first?	
Which language does your child use most frequently at home?	
Which language do you most frequently speak to your child?	
In what language would you prefer to get information from school?	

Parent or Guardian's Signature:

Date: